

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Santa Clara	
1a.	Researcher: Peter Ellis	Phone: (408) 271-7049
	Address: PO Box 730, San Jose, CA 95108	Fax: (510) 530-7621
		E-mail: PTELLIS@aol.com
1b.	Research Manager: Danielle Kelly	Phone: (408) 278-5917
	Address: 840 Guadalupe Parkway, San Jose, CA 95110	Fax: (408) 294-6879
		E-mail: danielle_kelly@jpd.co.santa-clara.ca.us
1c.	Principal Data Collector: Randy Richards	Phone: (408) 278-5900
	Address: 840 Guadalupe Parkway, San Jose, CA 95110	Fax: (408) 294-6879
		E-mail: randy_richards@jpd.co.santa-clara.ca.us

2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

Alternative Placement Academy (2 sites)

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

Treatment youth will live at home and participate in a highly structured Alternative Placement Academy (APA). The APA Program will provide youth with a highly structured school, community, and in home

program designed to ensure community protection, youth competency development, and accountability. Control youth will be in residential placement programs both in and out of Santa Clara County.

The Project will start two Alternative Placement Academies. One Academy will serve 9th and 10th graders and the other 11th and 12th graders. The project is consistent with the principles of balanced restorative justice. Services will be located in the youth's community. The two co-educational Alternative Placement Academies will serve a combined minimum of 180 youth over three years. The Academies will provide 8 hours per day of school/vocational programming, evening and weekend programming, intensive supervision, wrap-around services, electronic monitoring, drug testing, family strengthening, victim restitution, community service, and accountability sanctions. Youth will be enrolled in the Academy for two semesters of school. Youth and their families will also receive summer, weekend, and weeknight services.

- 3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

0	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
1	Day Reporting Center	1	Multidisciplinary case management
0	Community Resource/Service Center	1	Restorative Justice Program
0	Neighborhood based prevention activities	1	Victim mediation/restoration
0	Teen Court	4	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
1	Victim advocacy	0	Voice tracking
2	On-site school	0	Community-oriented problem solving
1	Homework assistance	0	Reconciliation
0	Language proficiency development	1	Rigorous academic program
2	Monitor truancy through contact with schools	1	Tutoring
1	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	0	Educational incentives
2	Social skills development	0	Mentoring
2	Life skills counseling	2	Life skills training
2	Youth leadership development	0	Swift and certain response
0	Parenting training - for youth	0	Emancipation skills training
2	Mental health counseling	1	Parenting training - for parents of youth
1	Family counseling	0	Sexual abuse counseling
0	Family counseling with involvement of extended family	0	Parenting counseling
1	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	3	CPS referral
0	Family mentors	0	Medical services
1	Peer counseling	0	Physical therapy
0	Health education	2	Conflict resolution services
0	Conflict resolution training	0	Financial support

2	Anger management	4	Residential care
0	Finance management training	0	Clothing
4	Housing and food	0	Use of probation volunteers
0	Expedited case assignment and management	2	Vocational counseling
1	Community based restorative justice	0	Employment
2	Vocational training	0	Community service - paid
0	Job placement	2	Community service - unpaid
3	Pay restitution	0	Transportation
1	Intensive probation supervision	1	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy
2	Recreation activities	1	Outreach workers
1	After school programs	2	Other (Specify): Random Drug Testing
2	Crisis intervention	1	Other (Specify): Law Related Education
1	Electronic monitoring	1	Other (Specify): Multidisciplinary Screening
2	Alcohol abuse counseling and support		Other (Specify):
2	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

The Alternative Placement Academies will be part of an experimental research design that will compare youth in the academies with comparison groups of youth in court-ordered out of home placement. All youth eligible for placement will receive a thorough screening of assets, skills, strengths, and treatment needs before entering placement and upon completion of placement.

Both the Academy experimental and comparison groups will have research follow-ups at six months to track the impact of their placement on future behavior. The evaluation of the program will compare the Challenge Grant mandatory variables along with a number of other variables to answer evaluation questions designed around this cross system outcome evaluation framework.

The evaluation will be a process and experimental outcome evaluation design. The evaluation will compare treatment and comparison group youth on the following outcomes: rate of juvenile arrests, rate of successful completion of probation, rate of successful completion of restitution, rate of court-ordered community services, rate of school success, rate of living at home successfully, and rate of growth of protective and resiliency skills.

4. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
	True experimental with random assignment to treatment and comparison groups
	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
	Quasi-experimental with matched historical group
X	Other (Specify) Initial assignment of all eligible cases to the treatment groups, followed by selection of matched comparison groups from subsequent eligible cases, and then random assignment of future eligible cases to the treatment and comparison groups.
Comparisons (Check all that apply)	
	Post-Program, Single Assessment
	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
X	Pre-Post Assessment with Single Post-Program Assessment
	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
	Other (Specify)

4b. If you are using a historical comparison group, describe how you will control for period and cohort effects. N/A

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
X	Yes
	No

5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

The APA project is designed to research the effectiveness of interventions to reduce out of home placements. The cost effectiveness will be determined by comparing the results and costs of APA interventions to the results and cost of private and public placements. Cost will be determined by documenting the resources expended on each youth in the treatment and comparison group. Cost for the treatment group will consist of Challenge II grant and matching funds. Cost for the treatment group will include placement costs plus the cost of any educational services. This cost benefit study will be a limited effort to determine general costs related to results as measured by the outcomes of the APA project.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

Age – 13, 14, 15, 16, 17 year old high school students in the 9^h to 12th grades

Risk Level – All youth with a court order for out of home placement who do not pose a significant threat to themselves or the community if they are allowed to live at home.

Geographic area of residence – Zip codes within 4 miles of academy locations (East San Jose)

Legal status – All youth will be wards of the court.

Timeframe – Youth will be selected from youth who are court ordered to out of home placement during the months of July, August, September, October of each year (replacement youth for failures will be randomly assigned as needed).

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

No standard instruments will be used to determine eligibility. A screening conducted by probation and mental health for factors that would lead to a significant risk to themselves or the community for youth with court-ordered out of home placement will be the only criteria for excluding a youth from being eligible for program participation.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	80		80
Second Year	80		80
Third Year	20		20
Total	180		180

Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**
- "Program Operational" is the date that the first treatment subject will start in the Program.
 - "Final Treatment Completion" is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
 - "Final Follow Up Data" is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: August 31, 1999
 Final Treatment Completion Date: June 10, 2002
 Final Data Gathering Date: September 1, 2002

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Age, gender, ethnicity, school grade level, offense type, offense history, and number of high school units completed.

- 9a. After each characteristic listed above, describe how it will be measured.

Self-explanatory (see 9 for characteristics)

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Given an alpha of .05, N=180, and a minimum of 30 per cell each year, the power of 0.91 is acceptable for the analysis of data for factor one – comparing age groups. The power of 0.85 is adequate for factor two – comparing the youth site placements. The research design is based on two factors, age group (9-10th and 11-12th grades) and sites (Ranches, other out-of-County placements, and APA) which makes the sampling and evaluation a 2 by 3 design. If any of the 2 by 3 samples fall below 30 per cell each year than the power of analysis will be less and will require a greater degree of change to prove a difference between the groups. Every effort will be made to have the comparison group match the size of the treatment group.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

N/A

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

The first 60 clients in the comparison group will be matched to the first 60 clients in the treatment group using pair-wise matching. The matching will be on the following variables: age, gender, ethnicity, offense type, offense history, school grade level, and number of units completed towards high school diploma. The comparison group will be picked using a profile comparison spread sheet. The next 120 clients in the comparison group will be selected randomly.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

All treatment group youth will have the same screening and take the same assessment instruments as the comparison group. No attempt will be made to control the type of assessments that the comparison groups get in their out of home placement. Youth in the APA will use a number of assessment instruments that will be chosen by the school, mental health, and probation staff. The evaluation will attempt where possible to use some of the same educational assessments for treatment and comparison groups to document academic growth. The assessment process will be a continuous process to ensure youth success in the program.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

1. Kaiser-Hawaii Youth Health Provider
2. SASSI (Substance Abuse Subtle Screening Inventory)
3. SCL-90R (Symptom Checklist-90-R)
4. MAPI Million Adolescent Personality Inventory
5. Risk, Protective, Resilience Assessment Instrument
6. STAR Test and other educational assessments

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

Same as for treatment group (see 11a above).

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

The process is as follows: 1) Judge orders out of home placement for youth, 2) All youth screened by taking all six instruments, 3) Youth screened by age, zip code of living arrangement, and determination of significant risk to self or community, 4) Youth who meet the above criteria are eligible for pool for selection into treatment and comparison groups.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

See 10 and 12 above.

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Community Protection Outcome Variables

Variable	Score/Scale	Additional Information	Significance Test
Rate of future youth referral to Juvenile Probation	Frequency		Chi-square and/or 2-tailed t
Runaway and failure rate of placement	Frequency		Chi-square and/or 2-tailed t
Positive community participation hours	Number of hours participating in positive community activities		2-tailed t
Linkage to Community Service Providers	Number of hours of direct service from Community Providers		2-tailed t
Living successfully at home	Frequency of future out of home placements		Chi-square and/or 2-tailed t

Youth Competency Development Outcomes Variables

Variable	Score/Scale	Additional Information	Significance Test
Rate of School Success as defined as progress toward high school graduation, GED, and Military Entrance Exam	Frequency		Chi-square and/or 2-tailed t test
Math and reading grade level scores	Number scale	Other instruments will be chosen by school staff	2-tailed t test
Rate of special education services for youth identified with learning disabilities	Frequency		Chi-square and/or 2-tailed t test
Growth in risk avoidance, protective and resiliency skills	Number scale		2-tailed t test
Growth in personal competency skills as measured by screening/assessment instruments [SASSI (Substance Abuse Subtle Screening Inventory); -SCL-90R (Symptom Checklist-90-R); RPRA (Risk, Protective, Resilience Assessment Instrument)]	Number scale	SASSI, SCL-90-R, and the RPRA will all be done pre and post to measure any change in scores.	2-tailed t test
Rate of job placement	Frequency		Chi-square and/or t-test

Youth Accountability Outcome Variables

Variable	Score/Scale	Additional Information	Significance Test
Rate of successful completion of probation	Frequency		Chi-square and/or 2-tailed t test
Rate of completion of restitution to victims	Frequency		Chi-square and/or 2-tailed t test
Community service	Number of hours of community service completed during 9 month period		2-tailed t test
Growth in personal responsibility skills as measured by screening instruments	Number scale		2-tailed t test

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

All assessments will use a standardized procedure
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Risk Factors		
	Time to Complete Risk Assessment		
X	Arrest/Referral (any)		X
X	# of Arrests/Referrals		X
X	Type(s) of Arrest(s)/Referral(s)		X
X	Petitions Filed (any)		X
X	Sustained Petitions (any)		X
X	# of Sustained Petitions		X
X	Type(s) of Sustained Petition(s)		X
X	Adult Convictions (any)		X
X	# of Adult Convictions		X
X	Type(s) of Adult Convictions		X
X	Institutional Commitment (any)		X
X	# of Institutional Commitments		X
	Commitment Time		
	Completion of Institutional Commitment		
X	Restitution Ordered		X
	Restitution Amount		
X	Restitution Paid		X
	Amount of Restitution Paid		
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
X	Court-Ordered Community Service		X
X	Court-Ordered Community Service Hours		X
X	Court-Ordered Community Service Completed		X
X	# of Court-Ordered Community Service Hours Completed		X
X	Education-Enrollment Status		X
X	Education-Grade Level		X
X	Education-Credits Earned		X
X	Education-Grade Point Average		X
X	Education-Expulsions		
X	Education-Suspensions		X
	Gang Involvement		
	Alcohol Use		
	Drug Use		
X	Runaway		X
	Wardship Status		
	Informal Probation Status		
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		
	Use of Community Services		

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
X	Self-Protective/Avoidance Behavior		X
	Client Satisfaction		
	Family Attitudes		
X	Social Skills		X
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
	Referrals to Community Agencies		
X	Other (Specify): SASSI	X	X
X	Other (Specify): RPRA	X	X
X	Other (Specify): SCL-90R	X	X
	Other (Specify):		

Note: With the exception of the last three outcome variables (SASSI, RPRA and SCL-90R), data for all outcome variables will also be collected at the end of the 6-month follow-up period.

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Project evaluation will collect all BOC Challenge II Common Data Elements along with the outcome data listed above.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The APA process evaluation will rely on the latest research and recommendations of researchers and evaluators that call for a “Theory of Change” approach to evaluation designs (J.P. Connell, A.C. Kubisch, L.B. Schorr, C.H. Weiss). The process evaluation will measure Inputs, Theory, Short Term Outcomes, and Long Term Outcomes.

Inputs – The evaluation will document the inputs and resources used by the APA to meet their planned goals and objectives.

Theory – The evaluation will document the theory behind the various interventions conducted by the APA to attempt to produce planned goals and objectives.

Process – The evaluation will document and describe the process used by the APA in their intervention strategy to meet their planned goals and objectives.

Outputs – The evaluation will describe the youth served, the number of hours of service, and the cost per hour of delivering each of the interventions conducted by the APA.

Short and Long Term Outcomes – The evaluation will compare the success of treatment to the comparison groups at meeting outcomes.

Schoor calls for a theory-based conceptual outcome evaluation design, which is used in this evaluation. “By combining outcome measures with an understanding of the process that produced the outcome,” states Schoor, “theory-based evaluations can shed light on both the extent of impact and how the change occurred.” Lisbeth Schoor documents numerous examples of research and evaluation studies using new evaluation methods that are allowing social scientists to observe more complex and promising programs. Schoor challenges evaluators to put less emphasis on elegant and precise statistical manipulation and more emphasis on useable knowledge. This process evaluation attempts to incorporate Schoor’s challenge.

The process evaluation will use monthly data collection instruments to collect data on the type and intensity of interventions conducted for both the treatment and comparison groups. The evaluation will attempt to gather additional data on the treatment group through formal observations and the use of interviews and focus groups. The variety of comparison group placements makes formal observation, interviews, and focus groups beyond the scope of this evaluation.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

As mentioned above, the evaluation will use monthly data collection instruments to collect data on the type and intensity of interventions conducted for both the treatment and comparison groups. The interventions tracked will be those listed in question 3a. Outcome data will be collected on both groups.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Completion criteria will be determined by time. A successful completion will be a youth who has completed two semesters of the APA Program. Youth will complete the program after two semesters, whether or not outcomes have been achieved.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Completion of program will not be tied to terms of probation.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

Youth who fail the APA will complete the original court ordered out of home placement. The APA staff will make every effort to assist the youth to complete the APA Program. Failure will be determined by APA staff on a case-by-case basis when the staff determines that the youth will not respond to the treatment provided by the APA and the APA Program has run out of APA sanctions to work with the youth. Youth who demonstrate behavior that poses a threat to themselves and the community that can not be mediated by the APA Program will be failed and sent to the needed placement.